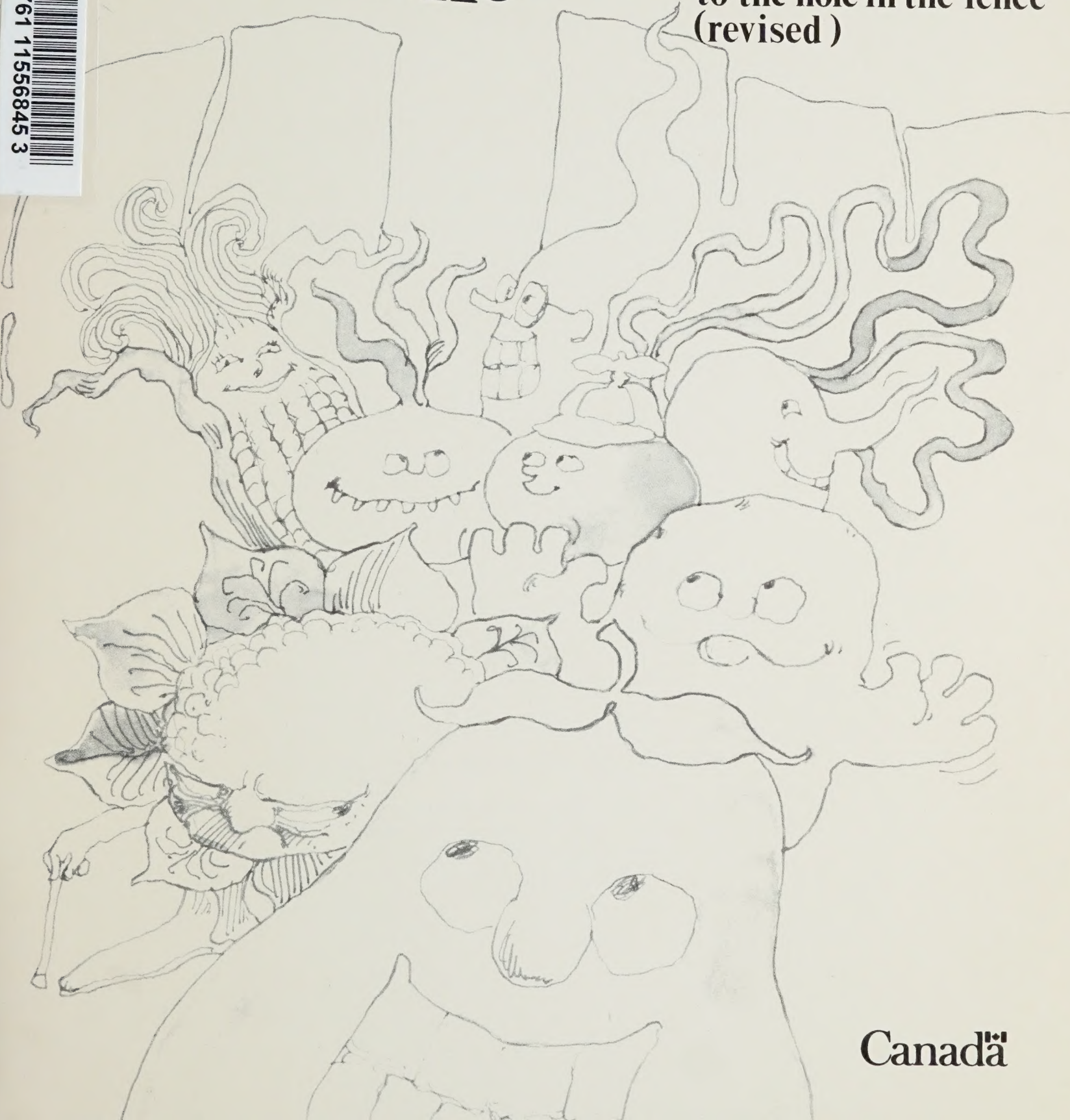





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the hole in the fence

teacher's guide
to the hole in the fence
(revised)





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TEACHER'S GUIDE
TO THE HOLE IN THE FENCE
(Revised)

Published by authority of
the Minister of National Health and Welfare
1984

Revised by
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INTRODUCTION

The Hole in the Fence is a Canadian-created educational program for helping six-to ten-year-old children develop responsible personal and social behaviours. It consists of 19 stories in a 132-page colour illustrated storybook and an accompanying teacher's guide.

The program represents experts' current thinking that early development of self-confidence, interpersonal skills and peer understanding prepares a child for coping with peer group pressure to abuse drugs in later years.

It was developed in response to the need for drug education materials at the elementary level. The long-term objective is to enable youngsters to make sensible decisions in both medical and non-medical drug use situations.

Although The Hole in the Fence storybook was originally designed for children in Grades 2 and 3, teachers from kindergarten to Grade 5 have adapted the program with excellent results. Both regular and special class teachers report that the open-ended stories can be readily interpreted according to the comprehension level and current interests of each class.

The stories are about the quandaries of young vegetable characters over various personal and social issues.

For example, there are instances of lying and cheating and of racial discrimination involving a purple eggplant. There is a fat pumpkin who thinks that no one likes him because of his obesity and a skinny asparagus with the opposite problem. The issue of male-female equality is raised in "The Winning Candidate". Perhaps because nearly three-quarters of the storybook characters are males, during field-testing, this latter theme emerged as being particularly important.

The Teacher's Guide consists of three parts: a program introduction, general instructional suggestions and detailed lesson plans. It includes learning activities suggested by teachers who have piloted the program from Newfoundland to Quebec to British Columbia. The Guide is not intended to be prescriptive or exhaustive, but rather to complement the teachers' experience in responding to the needs of children.

Readability levels of the stories, calculated on the basis of Harris-Jacobson readability procedures and formulae (Harris and Sipay, 1975), were tested in Canadian classrooms and the results are in Table 1.

TABLE 1: READING LEVELS OF "THE HOLE IN THE FENCE"

Story	Reading Level
The Hole in the Fence	—
Mushroom Arrives	2.48
Carrot Cheats	2.53
Brussel Sprout Loses His Way	3.36
Brussel Sprout and the Magic Potion	3.14
Pea Runs Away	2.93
Potato Gets Punished	1.97
Potato and Onion Make Friends	2.08
Pumpkin's Problem	2.77
Eggplant Arrives	2.15
Potato Falls in the Mud	2.11
Eggplant Gets a Scrubbing	2.60
Onion Gives In	1.95
Onion Has the Flu	1.97
Cucumber Loses at Last	1.15
Chinese Cabbage Visits	2.43
Little Green Tomato is Too Young	1.91
The Winning Candidate	2.60
Carrot's Decision	1.97
Median: 2.29	Mean: 2.34
Range: 1.15 - 3.36	

The Hole in the Fence was developed and pilot-tested in both official languages in several provinces under the auspices of the Health Promotion Directorate *, Health and Welfare Canada.

*Formerly, the Non-Medical Use of Drugs Directorate

INSTRUCTIONAL SUGGESTIONS

INTRODUCTION

The Hole in the Fence program is primarily intended to assist children in coping with life's emotional experiences. It is only secondarily concerned with developing cognitive skills. According to program consultants, the most positive affective learning takes place in an environment which encourages and supports each child's full participation.

The Hole in the Fence examines the commonalities of life - the fears, insecurities, resentments and desires that we all share. Too often, youngsters feel that they, alone, think and feel in certain ways, and that these unique perceptions and sensations somehow make them inferior to others. They often suffer silently, fearful that someone may discover their secret.

In order to help each child understand that he/she is much like everyone else, the program attempts to expose these concerns in unthreatening ways. The issues raised in the fantasy Garden resemble those which exist in the real world of children. Through the process of recognizing, analyzing and discussing the similarities between the Vegetable youngsters' lives and their own, children should gain confidence in their own coping abilities, as well as a sense of responsibility for their own actions.

The method of presenting the stories can vary. With younger non-readers, teachers usually read while the children look at the pictures. Once a story becomes familiar, the youngsters often act it out - either by 'ad-libbing' or by miming to the teacher's narration. Older children who can read usually follow the text while a classmate or their teacher reads aloud. Or they take turns playing the role of the narrator and the different characters.

Pilot teachers report using the program successfully whether each student has a storybook or the class shares a single storybook.

TIME ALLOTMENT

Although the time allotment will ultimately depend on the children's maturational level, the teacher's experience and other practical considerations, the following guidelines are suggested:

In order to complete the suggested activities for each story unit, a class will usually take 60 to 70 minutes over two or more sessions. Supplementary activities such as art projects, creative writing, puppet making, costume designing and staged presentations would require additional time.

By focussing on one story per week, children can gain familiarity with, and consolidate understanding of, current learning concept(s), before grappling with new themes.

FORMAT

The Theme and Purpose sections describe the main intent of each story. Individual teachers frequently add to this list by identifying secondary themes which have been studied in earlier stories or will be studied in subsequent ones.

The Behavioural Objectives, being stated in reasonably specific terms, serve as guidelines for all learning and evaluation activities. They can be modified to meet specific student and group needs.

The Story Résumé, which describes story events and participants, can serve as an introduction and/or as a review.

The Preparation section suggests activities and discussion topics which will help focus the children's attention on the story's primary message. With this orientation, they can more easily transfer information from the allegorical story world to the real world.

The Discussion Aids are intended to clarify the concepts and issues within the story, but are not prescriptive. Because the program is concerned with emotional/social development, there may be some occasions of risk to a child's dignity, privacy and/or security. At all times, protect each child, and his/her family, from unwarranted intrusion. Hopefully, cautions to that effect are contained in parentheses wherever this might occur. As a general strategy, most situations can be depersonalized by referring to the storybook characters or to the third person.

The Suggested Activity reinforces the learning objectives in a game-like atmosphere.

FACILITATING DISCUSSION

The success of The Hole in the Fence program depends upon the children discussing their ideas and feelings with each other. The teacher's role is to facilitate positive interaction between the children. The following suggestions for nurturing open dialogue come from pilot project teachers:

1. Seating Arrangement. Children sitting side-by-side in a single, compact circle tend to speak up freely, listen intently and feel emotionally close to one another. In addition, a circular formation usually minimizes hierarchies, pecking orders and location preferences (e.g. front rows, back rows, in-groups, out-groups, etc.).
2. Student Participation. Guaranteeing a turn to all who want to express their ideas and the right to pass to all who wish to remain silent minimizes impatient interruptions, monopolizing monologues and general discomfort.
3. Teacher Participation. By expressing his/her own ideas on occasion, a teacher sets an example, encourages participation, sanctions contributions and demonstrates to the children that they are not being asked to do something that their teacher is unwilling to do.

4. Message Clarification. By questioning, repeating or paraphrasing a classmate's statements, children can verify, clarify and better understand their peer's ideas.
5. Making Judgments. By learning to analyze the reasoning behind, and the implications of, a classmate's suggestion or judgment, children learn to discover for themselves what is "right" and what is "wrong".
6. Periods of Silence. Silence does not necessarily mean that learning has ceased. Children may be thinking. Rushing on to another question or topic could prematurely end the reflective process. Sometimes rephrasing within the same question or topic helps to stimulate the children's thinking.
7. Shyness. Some quiet children have little need to participate in oral expression because they learn as much by listening as more outgoing children learn by speaking. Others who remain silent would like to participate but are self-consciously shy. One technique for involving timid children, as well as for improving listening comprehension, follows: all participants whisper their ideas to their neighbours; then the listeners present their confreres' messages to the group.
8. Attention Span. Youngsters' attention span increases when they, themselves, help to determine and present discussion content, and when what they say is welcomed by accepting, interested listeners.
9. Ridicule. Ridicule can cause embarrassment and frustration, thus setting up barriers to the children's participation. Where ridicule is forbidden and positive behaviour encouraged, children learn to express agreement and disagreement courteously.
10. Interruptions. When all class members give full, positive attention at all times to the person who is speaking, external distractions and interactions with/among other children rarely occur. Unavoidable interruptions, such as a disruptive child or a fire drill alarm, deserve an apology to the speaker, followed by a request to continue.

11. Appreciation. Children who are courteously thanked, or otherwise shown that their contribution is considered worthwhile, gain self-confidence. Children can develop consideration of others by expressing appreciation.

OTHER APPLICATIONS

Dramatization. Dramatization may be used effectively in conjunction with The Hole in the Fence stories. In dramatization, we relinquish our own pattern of behaviour in order to assume the role of another person or character. We attempt, as far as possible, to think, feel, speak, and act as we think the other individual would under certain circumstances. Because our own behaviour is not at issue, we can express ourselves without the personal threat of appearing foolish or being censured. Children's participation in dramatization or play acting should be voluntary.

Creative Writing. Children may be asked to make up different endings for the stories or to create new stories. New characters with their own personalities may be added. The new characters could be developed out of the same vegetable (or fruit) types or new ones. Other vegetables for character development could include celery, lettuce, sweet potato, rutabaga, turnip, string bean, wax bean, shallot, leek, parsnip, vegetable marrow, squash, zucchini, pepper and kohlrabi.

Art Work. The characters and situations from the stories may form the basis for various kinds of art work. Children could colour line drawings which have been copied or traced from the storybook. They could draw and paint their own creations. New characters and situations may be encouraged here also. Any other kind of art medium may be used to interpret The Hole in the Fence stories.

Growing, Feeling, Tasting, Smelling. Most of the vegetables and fruit upon which the characters are based may be grown under the children's

observations. Vegetables can be obtained in season from grocery stores or family gardens for the children to touch, taste and smell.

Nutrition. The Garden characters can be used to highlight the fruit and vegetable group within a nutrition education program. Suggested discussion topics dealing with this food group include: children's nutrient requirements; food growing, handling and preparation procedures; sensible snack ideas; various ethnic dishes; etc.

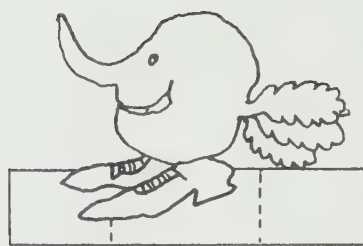
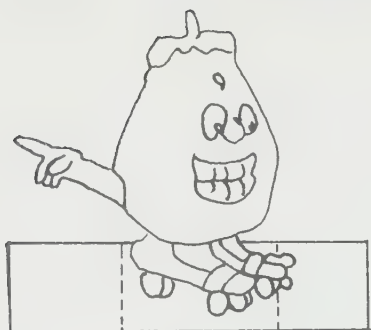
Poetry, Songs. The children and/or teacher may compose poetry and songs from the storybook situations.

MAKING AND USING CHARACTERS

A number of variations in cutout figures and puppets are possible with The Hole in the Fence characters. Their uncomplicated designs permit convenient use in displays or dramatizations. The characters may be large or small, and copied or traced from the storybook. Displays may consist of a bulletin board, flannel board, table top diorama, etc. Dramatizations may take place with puppets above a screen, in a more elaborate puppet theater, on a stage, or in front of the class. A staged performance may be based on a story from the storybook or on one created by the children and/or teacher. The possibilities are numerous; here are some suggestions:

Figures on Sticks. Cardboard cutouts can be secured to dowels or popsicle sticks. These may be displayed in a styrofoam base or hand-held by students during puppet shows.

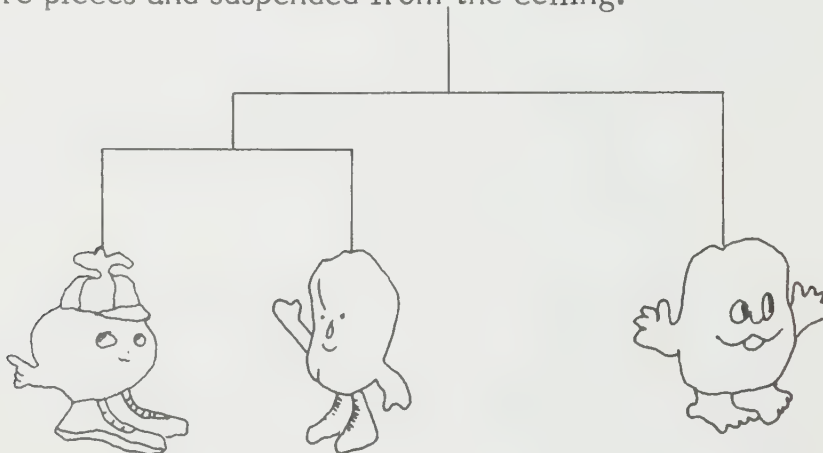
Stand Alone Cutouts. Figures drawn on medium weight cardboard can be completely cut out, except for the feet. Folding the cardboard base makes the figures stand up and gives them a three dimensional look. (Alternately, cutout figures can be glued to folded cardboard stands.)



Poster Characters. Characters drawn on large pieces of cardboard can be posted around the classroom. If neck or arm loops are attached, the children can wear them as theatrical "costumes".

Balloon Characters. Features can be drawn on appropriate coloured/ shaped balloons with a felt marker. Feet made from heavy cardboard provide weight and stability.

Mobiles. Character cutouts can be attached with string to horizontal wood or wire pieces and suspended from the ceiling.



Marionette Puppets. Simple control devices can suspend cutouts from above.

Hand Puppets, Finger Puppets. Hand and finger puppets can be made from various materials, including papier mâché and modeling clay.

CREATING ADDITIONAL STORIES

The teacher may wish to develop additional stories either by using the established characters or by introducing new ones. Almost any issue with which the children can identify is suitable for incorporation into a new story. The Story Unit Outline format may be used as a guide. An example of a situation which could be developed follows:

Potato Needs Glasses. Potato always seems to be clumsy. One day he doesn't see Eggplant's bicycle lying in the path. He trips over it and lands in a heap. With only his pride hurt, he tries to convince Onion that he pretended to trip, in order to fool him. Potato doesn't really like lying to his friend, but he doesn't want to admit that his eyesight is poor, either. Onion laughs politely and goes home for supper. After Onion is gone, Potato realizes that he lost his very best marble when he fell. He looks high and low for it, but cannot see it. Mrs. Turnip comes along and points to his marble. She expresses surprise that Potato could not see it. Potato admits that he can't see too well. Mrs. Turnip convinces him to have his eyes tested and get glasses. Although Cucumber teases him about his glasses, Potato is glad that he can see well.

THE CAST OF CHARACTERS

Asparagus lives at the edge of the Garden to avoid being teased for being so tall and thin.

Baby Pea is the object of Pea's jealousy because Mother Pea pays more attention to him.

Bean is a young character who does not have a father. He lives alone with his mother.

Beet is shy and afraid to speak up. When she does speak up, she blushes, thinking that she appears stupid.

Broccoli is a quiet and friendly fellow. He is Brussels Sprout's cousin.

Brussels Sprout is a runt who aspires to be big and strong like Mr. Cabbage. He takes the Magic Potion believing it will make him big and strong.

Carrot is a show-off and always likes to win. He is somewhat of a loud-mouth. When he is embarrassed by losing the election, he turns to the Magic Potion.

Chinese Cabbage is a visitor to the Garden.

Corn is confident, capable, knowledgeable and independent. She does not give in to group pressure and is not afraid to speak her mind. She competes in the election and wins.

Cucumber is the bully of the Garden. He is obnoxious and enjoys pushing others around.

Eggplant is a stranger who moves into the Garden. Because he is purple, he is initially ostracized.

Little Green Tomato is a determined little character who wants to be grown-up like her older sister.

Mr. Cabbage is an elder in the Garden. He is strong and wise. Everybody likes and respects him.

Mr. Cauliflower is another elder in the Garden. He is grouchy and bigoted.

Mother Pea is the mother of Pea and Baby Pea.

Mushroom is a sinister character who visits the Garden and tells about his Magic Potion. He meets only the young characters and quickly disappears when adults are around.

Onion is gullible and eager to be liked. He allows the group to pressure him into doing things he feels are wrong.

Pea is a jealous character who runs away because his mother is paying too much attention to his baby brother.

Potato is likable and clumsy. His feelings are easily hurt.

Pumpkin is sensitive about his size and attempts to withdraw from the others when they tease him.

Radish is mischievous and cunning. He is a leader in the Garden and sometimes urges the others to do things that are not right.

Tomato is temperamental, egocentric and loves to be the centre of attention. She is not particularly concerned about the feelings of others.

Uncle Corn is Corn's uncle. He is the Garden's doctor.

STORY UNIT OUTLINES

THE HOLE IN THE FENCE

THEME INTRODUCTION

PURPOSE

1. To develop the setting for the subsequent stories
2. To introduce major characters
3. To develop character personalities

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify the eleven characters assembling at the hole in the fence
- identify the two absent characters to whom reference is made
- describe some personality traits of the characters
- explain the meaning of a secret

STORY RESUME

It is morning. The characters awake and hurry to the hole in the fence. They are going to meet with Mushroom. He has told them to keep the meeting a secret from the adults and this makes the morning especially exciting. Character personalities begin to develop.

PREPARATION

Bring vegetables and/or pictures of vegetables to class so that the children can identify the vegetable prototypes by appearance, taste, touch

and smell before reading the story. A small indoor "garden" could be grown from carrot and beet tops, dried beans and onion bulbs.

DISCUSSION AIDS

1. What is a secret? What do you think is good or bad about secrets?
2. Why didn't the Vegetables want Mr. Cabbage to find them waiting for Mushroom? (The conflict between the youngsters' loyalty to each other and their loyalty to Mr. Cabbage can be discussed.)
3. What do you think would happen if Mr. Cabbage discovered the secret?
4. Are there times when you do not want to have adults around? Why?
5. What is the difference between adults and children? (Adults may be seen as more experienced and knowledgeable.)
6. Radish was dreaming when Potato woke him up. What is a dream? What kinds of dreams do you have?
7. Radish lied when he told Potato that he had been up for hours. Why did he lie? Is it all right to lie sometimes? (Conflicting loyalties may be reviewed.)
8. Radish always likes to be first. Today he wanted to be first at the hole in the fence. Do you like to be first? When do you like to be first? When do you not like to be first?

SUGGESTED ACTIVITY

Familiarization with the characters may be increased by playing a game of "guess who". Each child could act out a character of his/her own choosing, or assigned by the teacher, for the other children to guess. The teacher may draw attention to the personality characteristics to help the students in their role playing.

MUSHROOM ARRIVES

THEME SOLVING PROBLEMS THROUGH MAGICAL MEANS

PURPOSE

1. To raise the issue that some people will offer "magical" solutions to problems
2. To show that there are different attitudes toward "quick and easy" solutions to problems
3. To introduce caution in accepting anything that is offered as "quick and easy"

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- define the meaning of "magic"
- express confidence in his/her ability to achieve goals without magic
- indicate skepticism about accepting anything offered as "quick and easy"

STORY RESUME

When Mushroom arrives, he tells the group about another garden where everyone was unhappy until a friendly Mushroom gave them a Magic Potion. He says that the Magic Potion made them forget all their problems and allowed them to be anything they wanted. Mushroom suddenly disappears when Mr. Cauliflower passes the hole in the fence, leaving the young characters to discuss the Magic Potion.

PREPARATION

Discuss magic, in general, and specific magical events, objects and characters (e.g., a magician's show, a wishing well, witches, goblins, etc.).

DISCUSSION AIDS

1. Mushroom described a garden in which everybody was unhappy. What do you think made them unhappy?
2. What kinds of things make people unhappy? (Personal reference may require caution.)
3. What kinds of things make you unhappy?
4. If you could change, right now, to anything that you want – what would that be? Would it be possible to be like that later? How? (Discussion will permit the discovery of ambitions which may be achieved with appropriate effort and others which may not.)
5. What do you think of Mushroom's story? Do you think that there is a Magic Potion that can solve all your problems? Why? Why not? (It is not necessary for the children to identify any particular substance with the Magic Potion.)
6. Why did Mushroom disappear when Mr. Cauliflower came along? (Discussion may be guided to a realization that Mushroom must depend upon the naivety of the young characters, because adults will not believe him nor approve of his temptations. Reference may be made to the preceding story where Mushroom wanted the meeting to be a secret from the adults.)
7. What did Corn mean when she said, "It's never that easy to live happily ever after"? (Discuss how happiness requires effort.)
8. Return to the points made in the preparatory discussion to re-emphasize that magic is not real.

SUGGESTED ACTIVITY

Introduction: There is often a discrepancy between how we perceive the world is and how we would prefer it to be. However, if we give substance to the "ideal", we may find that it is not so perfect after all. A careful comparison between the real and the ideal will often show that the ideal is not realistic.

Activity: Select a specific frame of reference with which the children are familiar. This may be some aspect of the school (for example, the classroom, the school yard, the gym, etc.). Consider both the physical and regulatory aspects of the defined area. Under two headings recorded on the blackboard, ask the children to describe how they see the area (real) and how they would prefer it to be (ideal).

Discussion: The activity may be used to discuss how realistic the ideal is in relation to the real. Attention may be drawn to the consequences of realizing the ideal as well as to the reasons why the status quo has evolved the way it has. Whereas the children should not be permitted to become complacent with the world as it exists, they should be encouraged to examine the consequences of change before they become committed to it.

CARROT CHEATS

THEME CONSEQUENCES OF CHEATING AND LYING

PURPOSE

1. To demonstrate that the short term benefits of cheating can result in long term negative consequences
2. To demonstrate that cheating can lead to lying and deceiving in order to cover one's tracks
3. To show how cheating and lying may compound

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give examples of cheating
- give examples of lying
- identify possible negative consequences when given a specific instance of cheating
- identify possible negative consequences when given a specific instance of lying

STORY RESUME

Carrot challenges Radish to a race. Radish is the best runner in the garden, so he is somewhat puzzled by the challenge. Carrot wins the race by taking a shortcut. Later, Radish learns how Carrot cheated in the race and, in retaliation, enters Carrot in the inter-garden Big Race. Knowing that he will lose, Carrot pretends he is sick. He avoids the race but also misses out on all the fun. Radish enters the race and wins.

PREPARATION

Review the personalities and relationship of Carrot and Radish in previous stories to clarify the motivation for Carrot's behaviour. This review might include: Radish's competitive attitude toward Carrot, Carrot's need to be "one up" on the others, Carrot's need to "show off", etc.

DISCUSSION AIDS

1. What do you like about Carrot and Radish? Why?
2. What do you dislike about Carrot and Radish? Why?
3. In which ways do you think Carrot and Radish are the same or different?
4. Carrot is good at jumping. Radish is good at running. What can you do well?
5. What did Carrot gain by cheating and lying? What did he lose? (Children's discussion may be directed to the realization that a short-term gain obtained by cheating or lying can result in a long-term negative consequence.)
6. Do you think Radish was right in trying to get even with Carrot? Why? (This question can explore the ethics or morality of revenge.) What else might Radish have done when he found out that Carrot had cheated?
7. Tell us about a time when you "got even" with someone, or when someone "got even" with you.
8. What kinds of things don't you like to do?
9. When was the last time you pretended to be sick so you wouldn't have to do something? Did it work? Should you have done it? How else can you avoid doing things?

10. We all like to be rewarded for things we do. Radish won a prize for being the best runner. How can we let other people know that we appreciate what they do?
11. What could Carrot have done to avoid running in the Big Race, instead of pretending he was sick? (This question will permit exploration of ways that Carrot could have corrected, rather than compounded, the situation.)

SUGGESTED ACTIVITY

Introduction: An initial discussion may focus on the phenomenon of cheating in terms of its universality and attraction. Cheating is tempting because it appears to offer rewards which may not be obtainable by other means. The main point is that cheating does work sometimes, but if it is done often and discovered, others learn not to trust the cheater.

Activity: A child is blindfolded and a partner is instructed to lead him/her around a specific area (e.g. classroom, school yard, etc.). At the end of a specified length of time, partners switch roles and continue. Instruct the "leader" to describe what he/she sees or anticipates doing for the benefit of the blindfolded partner.

Discussion: The activity may be used to illustrate that there are things going on all the time that we cannot see. We must often trust someone else who can see things better than we. Leading a partner into a wall, or letting him/her trip, is very much like cheating. If this happens the partner will soon learn not to trust us. The fun associated with "tricking" someone else, or violating trust, may cost a friendship.

Discussion may extend to personal experiences (with care) or third person experiences where short term gains produce long term disadvantages. For example, cheating on an eye examination to avoid having to wear glasses may lead to suffering the disadvantage of not being able to see clearly.

BRUSSELS SPROUT LOSES HIS WAY

THEME RATIONAL AND IRRATIONAL FEARS

PURPOSE

1. To introduce the concept of fear
2. To explore different manifestations of fear
3. To investigate rational and irrational fears
4. To emphasize that everyone is afraid of something
5. To stress the importance of overcoming fears by appropriate action

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify common fears
- describe ways of overcoming common fears
- distinguish between rational and irrational fears

STORY RESUME

On the way home one evening, Brussels Sprout comes across bully Cucumber. Frightened, he turns and runs. When he stops, he realizes that it is getting dark and he is lost. Along comes his cousin, Broccoli. Brussels Sprout does not ask him for help for fear of being called a baby. Instead he tries to trick Broccoli into telling him the way home. It doesn't work and Brussels Sprout is left, lost in the dark. Along comes Mr. Cabbage and shows Brussels Sprout the way home.

PREPARATION

Discuss fears, in general, and specific types of fears which the children are likely to share, such as the dark, heights, lightning, thunder, being left alone, etc. Postpone consideration of the rationality or irrationality of these fears until after the story. (Save notes on the chalkboard in order to use during Discussion Aid number 8 below.)

DISCUSSION AIDS

1. Why was Brussels Sprout afraid of Cucumber?
2. Do you think that Brussels Sprout should have been afraid of Cucumber? Why? (Discussion should permit the conclusion that fear of someone who might hurt you is rational.)
3. What else made Brussels Sprout afraid? (Elicit that Brussels Sprout was afraid of being lost, of the dark, and of asking for help.)
4. I suspect that we all have been lost sometimes. Which of you could tell us about a time when you were lost? Were you afraid? What did you do? What should you do when you are lost? (Discussion should lead to the conclusion that we all sometimes have to ask for help when we are lost. Decide, also, who is the most appropriate person to ask for help.)
5. I suspect we have all been afraid of the dark. Which of you can tell us about a time when you were afraid of the dark? What did you do? Should you be afraid of the dark? (Discussion should permit the conclusion that fear of the dark is usually irrational. Do not attempt to convince the children that it is always irrational.)
6. Why was Brussels Sprout afraid to ask cousin Broccoli for help in finding the way home? What would have happened if Brussels Sprout had asked Broccoli how to get home? Would that have been better? If someone asked for your help to find the way home, would you think that that person was silly?

7. People are often afraid to ask questions when they don't know something. Should we be afraid to ask questions? (Talk about how nobody knows everything and how we all must ask questions to learn.)
8. Close your eyes and try to remember some of the scary things we talked about before we read the story. Now open your eyes and raise your hand if you can name any frightening sights or sounds. (After reviewing these fears, discuss their rationality and commonality. Conclude by having the children suggest ways of overcoming selected fears.)

SUGGESTED ACTIVITY

Introduction: It is often unrecognized, especially by children, that being afraid is universal. Many fears are common to most people. These points are emphasized in this activity.

Activity: List common fears on the chalkboard. This might include fear of: the dark, heights, loud noises, the unknown, being lost, thunderstorms, elevators, airplanes, dogs, cats, birds, snakes, etc. (This may be conveniently extended from the preparatory discussion and item number 8 of the Discussion Aids.) Ask the children to add to the list. Once the list has been compiled, ask the children to rate, anonymously, each item on a scale of one to three representing "very frightening", "a bit frightening", and "not frightening". When this has been done, tabulate the results for the children to see.

Discussion: The results of the tabulation of fears should illustrate that many fears are shared and that being afraid is universal. Discussion may include fears the children once had, but have since overcome (for example, water).

BRUSSELS SPROUT AND THE MAGIC POTION

THEME ASPIRING TO BE LIKE SOMEONE ELSE

PURPOSE

1. To help the child understand the feelings of others
2. To show how magic solutions sometimes achieve unexpected and undesired results
3. To stress the importance of accepting one's self

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give example of situations in which his/her feelings may be hurt
- give examples of situations in which he/she may hurt the feelings of others
- explain what problems may occur when someone attempts to find a solution to a problem by taking a shortcut.

STORY RESUME

Brussels Sprout tells everyone that someday he is going to be big and strong like Mr. Cabbage; but they just laugh at him. Remembering the Magic Potion, Brussels Sprout goes to the hole in the fence to meet Mushroom. Mushroom gives him the Magic Potion and takes his hat in payment. Thinking the Magic Potion has made him big and strong, Brussels Sprout stands up to bully Cucumber. He finds that Mushroom has cheated him because the Magic Potion does not work.

PREPARATION

Review the previous story with emphasis on Brussels Sprout's admiration of Mr. Cabbage and desire to be like him. Review, also, the promises made by Mushroom about the Magic Potion.

DISCUSSION AIDS

1. What is a hero?
2. We all have heroes or someone we admire. Tell us about your hero. What do you like about him/her? (Discussion will identify traits which the children find desirable. Attention may be directed to the kinds of effort heroes may expend to acquire those traits - the implication being that children can also strive to develop traits. It may also be necessary to identify other characteristics, such as those held by "super" heroes, that children cannot develop.)
3. Brussels Sprout was teased for wanting to be like Mr. Cabbage. When have you been teased? What did you do? Is there anything we can do to avoid being teased? What?
4. What could Brussels Sprout have done to become big and strong like Mr. Cabbage? (This question complements question 3.)
5. Did the Magic Potion change Brussels Sprout? How? Was it a good or a bad idea to take it? (Although Brussels Sprout thought he had changed, he really had not. Discussion should focus on the problems arising out of his attempt to take a shortcut.)
6. What did Mushroom mean when he said, "You always have to pay"? (Every decision has consequences – good and bad. Discussion should bring out the importance of weighing both before making a decision.)
7. Do you think Brussels Sprout will take the Magic Potion again?

SUGGESTED ACTIVITY

Introduction: In their desire to solve a problem, some people look for a magical solution. But magical solutions to problems are no more authentic than the magician's magic trick. However, when magic is performed by a magician, it is usually taken in good fun and no one believes it is real. Any magic trick suitable for classroom use should provide emphasis that magic is really only a trick. For this purpose, children should be shown a magic trick, then later shown how it is done. Children in the class may also be encouraged to show magic tricks they know. One of the many possible tricks follows.

Activity: Show the children 20-30 blank slips of paper, an ordinary pencil, an empty container and a "magic" cloth. Ask them to take turns telling you, the magician, the names of different vegetables. Pretend to write down each suggestion on a separate slip. (In fact, rewrite the first word on all the slips.) Fold each paper and place it in the container. Then ask a volunteer to choose a slip from the container, and keep the word a secret. Next, cover the container with the "magic" cloth, leaving your hands above it to "feel" the missing word. Finally, write the divined word on the chalkboard and have the volunteer verify its accuracy. As the children discuss the trick, surreptitiously empty the container. Repeat a few times and then explain how the trick is done.

Discussion: Discussion may conclude that magic tricks are only magic to those who do not know how they are done. To those who know how they are done, they are not magic but only tricks.

PEA RUNS AWAY

THEME JEALOUSY AND RUNNING AWAY

PURPOSE

1. To develop an understanding that running away will not solve problems
2. To stress that the grass is not necessarily greener across the fence
3. To demonstrate that jealousy can have a negative consequence
4. To develop an awareness that every family is different

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- define the meaning of jealousy
- describe situations in which he/she felt jealous
- identify ways in which affection may be shown
- describe the feelings of people (or pets) who have been separated from one another

STORY RESUME

Pea is upset because his mother is paying more attention to Baby Pea than to him. He runs away to Bean's house. But everything is unfamiliar there and he misses his own home. He returns home to find his concerned mother waiting for him.

PREPARATION

Everyone has considered running away from something at one time or another. Some have actually done so. A discussion may take place with the children regarding their thoughts, actions and motivations regarding running away. This will lead to a conclusion that running away does not really solve problems.

DISCUSSION AIDS

1. Pea was jealous of Baby Pea. Do you think he was right to feel that way? Why or why not? Have you ever been jealous of someone? (A conclusion may be reached that jealousy is unproductive.)
2. Why do you think Pea ran away? Was he right to run away? Was there something else he could have done instead? What would you have done?
3. Bean doesn't have a daddy. What do you think happened to Bean's daddy? (This question may raise issues such as divorce or death. If these issues are inappropriate for your class, please eliminate the question. The point may be made, however, that it is not unusual for a child to have only one parent or, in some circumstances, none. Some children don't have brother(s) or sister(s) either. The families are just different, not necessarily inferior.)
4. What did Pea like about Bean's house at first? What do you like about your home? Someone else's home? (Questions could be worded to emphasize that everybody's home has both advantages and disadvantages. Caution is advised if there are children in the class that come from particularly troubled homes.)
5. What made Pea uncomfortable in Bean's house? Tell us about situations when you have felt uncomfortable.
6. Pea missed his own home and so he decided to return after a while. What do you miss when you are away from home?

7. Pea told Bean that Sammy didn't like Bean's house. What was he really trying to say?
8. What happened when Pea returned home? What do you think your mother or father would say to you if you had run away?
9. How do you think Mother Pea showed that she loved Pea? Would Pea like it, if he were treated like Baby Pea? Why or why not?

SUGGESTED ACTIVITY

Introduction: In most people's minds, the real and the ideal in their lives are very different. However, when we try to give substance to our ideas of the ideal, inconsistencies and contradictions arise. This activity is designed to bring out some of these inconsistencies and contradictions.

Activity: Ask the children to think of the kinds of things they would like to have in an "ideal life", and compile a list of their suggestions. The list may include "no big brother/sister to boss me around", "all the ice cream I can eat", "bedtime whenever I want", "no need to go to school", etc. A lengthy list should result. When the list is sufficient, discussion should be introduced regarding contradictions and inconsistencies. Bring out the fact that there are both advantages and disadvantages in any person's life. No one has all the good things and no one has all the bad ones. Wants differ among people and they also change from time to time.

The activity could be extended by having the children role play specific situations. For example, a youngster goes into an older sibling's room to take back something that the older one borrowed. A child playing each part could explore what each might say to the other. Another situation may be where a child forgets to empty the garbage. A parent finds him/her watching television. Roles may be switched after a time. Dialogue may be suggested by the teacher and/or the class.

Discussion: The activity should bring out the point that there are good and bad things in everyone's life situation. It may be that what appears attractive in another person's life is also accompanied by responsibilities and obligations that are not so attractive. An older sibling may have more freedom to come and go as he/she pleases but may also have more responsibility for doing work around the house, looking after younger brothers/sisters, earning spending money, etc. Younger people such as the children in the class actually may have more time to play, to do "fun" things in the school, etc.

POTATO GETS PUNISHED

THEME MISUNDERSTANDING AND UNJUST BLAME

PURPOSE

1. To show that intentions are sometimes misunderstood
2. To illustrate how mistakes are sometimes made in placing blame
3. To emphasize the need for understanding a situation before taking action
4. To explore the feelings of someone who has been unjustly blamed

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify specific situations in which mistakes are likely to occur
- describe how to find out what is really happening in a specific situation
- state what he/she would do to correct a situation in which someone else was unjustly blamed
- describe the feelings of someone who has been unjustly accused

STORY RESUME

Pea and Bean are playing with Pea's new ball. Cucumber grabs the ball and kicks it away into the field. Potato chases the ball intending to return it to Pea. Mr. Cauliflower comes along and punishes Potato, because he mistakenly thinks that Potato is trying to steal the ball.

PREPARATION

Discuss the concept of blame in the following hypothetical situations:

1. Johnny decides to help his mother wash the dishes and accidentally breaks six plates.
2. Sally, while fooling around in the kitchen, knocks a cup and saucer to the floor where they break.

Who is more to blame?

DISCUSSION AIDS

1. What do you like or dislike about Cucumber? Pea? Mr. Cauliflower? Potato?
2. All of us have behaved like Cucumber at one time. Can you tell us about a time when you behaved like Cucumber?
3. Cucumber wanted Pea's ball. Have you ever wanted something that belonged to someone else? What did you do? What could you have done?
4. Mr. Cauliflower believed that Potato was stealing Pea's ball. Was he right to think that way? Why? (Discussion may be directed to how intentions can be misunderstood.)
5. What would have happened if Potato had run away as Cucumber did? Would that have been a better idea? Why or why not?
6. Have you ever been blamed for something you didn't do? What did you do about it? What can be done when you find out that someone has been blamed for something he/she didn't do? (Discussion may lead to the conclusion that the situation should be corrected.)

SUGGESTED ACTIVITY

Introduction: Misunderstanding and unjust blame provide useful themes for role playing. The children may be asked to help supply the situations from their own experience. For example, a role-play activity may develop from a situation in which a child picks a fight with another child who has often been in trouble. Along comes a teacher who blames and punishes the second child even though he/she did not start the fight. In another situation, there are several children in a family. One eats all the cookies in the jar and is afraid to admit it when the mother asks. Mother thinks it is one of the other children whom she punishes for eating the cookies and for lying. In a third situation, you could enact the role of a child with several friends playing in your room. After they go home, you find that 25¢ is missing from your drawer. You think that you know who did it, and so tell everyone else. Unfortunately, you blame an innocent person.

Activity: Once the situations have been chosen, have the students work in groups to plan the details. Groups may be asked to prepare several different outcomes to each situation. When these have been rehearsed, the groups are asked to dramatize the situations for the rest of the class.

Discussion: After each role playing demonstration, the significance of the situation may be discussed. Attention should be given to the feelings of both the accused and others in the situation, especially the real culprit. After each group completes the alternate outcomes in role playing, discuss the quality of the different outcomes presented and possibly suggest others not thought of by the presenting group.

POTATO AND ONION MAKE FRIENDS

THEME BEING LEFT OUT

PURPOSE

1. To stress the importance of being aware of others' feelings
2. To encourage the child to respect the feelings of others
3. To develop an awareness that situations may be misinterpreted
4. To show a rejection of a magical solution to a problem

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe situations in which someone is likely to feel left out
- describe the probable feelings of others in specific situations
- describe how the feelings of others may be protected in situations where someone is left out

STORY RESUME

Potato is playing hopscotch with Tomato and Onion. Tomato harshly blames Potato for being clumsy, then leaves with Onion to play somewhere else. Feeling lonely and sad, Potato reflects on the Magic Potion but rejects it when he recalls Brussels Sprout's experience. A few days later, Tomato and Potato go off together leaving Onion behind. Potato and Onion later realize that each had been hurt by being left behind. They vow to be real friends and not leave the other behind again.

PREPARATION

Briefly review the previous story with emphasis on Potato's feelings at the conclusion. This will orient the children to the present story where feelings are hurt in a different way.

DISCUSSION AIDS

1. Why do you think that Tomato wanted to leave Potato behind at one time and Onion behind at another time? (Discussion may be directed to Tomato's selfishness.)
2. Why was Tomato angry with Potato? Should she have been angry with him? When have you been angry with someone? Why?
3. Why were Potato and Onion unhappy? Have you ever been left out? How did you feel? Have you ever left someone else out? How do you think that person felt?
4. When Onion was left behind, he thought that it was because Tomato and Potato didn't like him. Was he right to think that way? (Discuss how situations may be misinterpreted.)
5. When Potato was feeling bad about being left behind, he thought about the Magic Potion. He decided not to take it. Why? (He recalled that it didn't work for Brussels Sprout.)
6. What do you think would have happened if Potato had taken the Magic Potion?
7. What do you think would have happened if Onion had not told Potato about his hurt feelings about being left behind? (The misunderstanding may not have been corrected.)
8. Why did Potato and Onion decide to be friends?
9. Can you tell us about a time when your feelings were hurt or when you hurt someone else's feelings?

SUGGESTED ACTIVITY

Introduction: Being left out is a fairly common experience. Often, the reasons why someone has been left out are misinterpreted and remain unclarified. This situation offers a means of exploring feelings and solutions by role playing. The children may be asked to help identify situations from their own experience. For example, a child is having a party and doesn't invite a friend who lives next door. Another situation may involve a child who has been away from school because of illness. On returning to school, the youngster finds that the class was divided into groups which are part way through some very interesting activities. The teacher assigns the child to one of the groups but he/she feels, and is treated, like an intruder. (A person can be left out, even if part of a group.)

Activity: The class may be divided into groups and, using the situations identified, plan different resolutions. The situations may then be acted out before the class. Consideration might be given to having the children use puppets to play the roles. (Vegetable character puppets might be ideal.)

Discussion: Discussion following the presentations may focus on the nature of the resolutions and feelings of the characters involved. Other situations for discussion might include how one feels, if left out because of one's gender, and what one can do, if left out.

PUMPKIN'S PROBLEM

THEME PHYSICAL DIFFERENCES

PURPOSE

1. To focus on differences between individuals
2. To stress the importance of being sensitive to the feelings of others
3. To emphasize that withdrawal or running away will not solve the problem
4. To point out that attitude towards one's self is important in the way others react to us
5. To stress the importance of being acceptable to one's self

BEHAVIOURAL OBJECTIVES

At the end of this unit, the child will be able to:

- identify a range of physical characteristics that might make people feel self-conscious
- discuss how different physical characteristics are important to different physical activities
- describe the futility of adopting a bad attitude toward something that cannot be changed
- present reasons why running away or withdrawing will not solve the underlying problem

STORY RESUME

Because of his size, Pumpkin has difficulty playing hide and seek with the others. Their ridicule leads him to try to become smaller. But all efforts fail and he retreats to the edge of the garden. He meets Asparagus who is there because she is tall and thin. Both realize that there is nothing wrong with being different. They return together to the main part of the garden and ignore the thoughtless remarks of the other characters.

PREPARATION

Discuss the concept of teasing and how it feels to be teased. The issue may be raised as to how thoughtless and mean some people are who are always teasing others. The children may find from their experience that some people who tease a lot get most upset when someone teases them.

DISCUSSION AIDS

1. What do you like and dislike about Pumpkin? Would you want to have Pumpkin for a friend?
2. All of us at some time have felt uncomfortable about the way we look. Tell us about a time when you were in a situation similar to Pumpkin's. (Care should be exercised in the use of this item to protect the feelings of children who have very obvious physical problems.)
3. Why did others make fun of Pumpkin? Was that fair? Why or why not? Tell us about a time when others laughed at you. How did you feel? What did you do? Tell us about a time when you laughed at someone else. How do you think that person felt?
4. Pumpkin tried to make himself smaller. Why didn't the ways he tried work? What do you think he could have done?

5. What else could Pumpkin have done besides running away?
6. In what ways are people different from each other? What can people who are different do that others cannot do as well? (Discussion may focus on physical characteristics that are important in certain activities. For example, tall people and basketball, heavy people and football, small people and horse racing, thin people and modeling, etc.)
7. What did Pumpkin and Asparagus decide to do about the others making fun of them? What would you do?
8. Why did Radish run to look in the mirror? Why did Pumpkin make fun of Radish's nose? Why did he say he was sorry to Radish?
9. Do you think that the others continued to laugh at Pumpkin and Asparagus? Why or why not? (Discussion may lead to the conclusion that their changed attitudes will result in less ridicule and that each person's self attitude affects the way that others act towards him/her.)

SUGGESTED ACTIVITY

Introduction: Within any group of people there is a range of physical characteristics. Children may be involved in a discussion about the range of differences found within the class. This will establish a list of characteristics to be considered in the activity. The point may be raised as to how odd it would be if everyone were identical.

Activity: Compile a list of physical characteristics and abilities based on the preceding discussion. The list could include height, weight, chest size, arm size, waist size, standing jump, long and/or vertical jump, etc. Make a grid, listing the abilities and characteristics vertically down the left-hand side and the children's names horizontally across the top or bottom. Record measurements for each child. Provided that individual children do not feel self-conscious, the grid can be highlighted to indicate class averages and variations.

(The children may wish to extend this activity by individually recording some characteristics and abilities over a period of time. For instance, height, weight, jumps, etc., could be measured at two-week intervals over several months. Changes should be apparent after a while.)

Discussion: A discussion may be initiated regarding the advantages and disadvantages of being short, tall, heavy, light, etc. Advantages should receive more attention than disadvantages. The point should be raised that we can take advantage of those characteristics which enable us to do what others may not be able to do. We may also change some physical characteristics by appropriate means such as exercise or better nutrition. (Caution: avoid setting the stage for ridicule of excessively fat children or children with other characteristics out of the normal range.)

EGGPLANT ARRIVES

THEME PREJUDICE AND DISCRIMINATION

PURPOSE

1. To introduce the concept of prejudice
2. To introduce the concept of discrimination
3. To show how a label may influence a person's attitudes toward another individual
4. To encourage the child to speak up when he/she feels right
5. To explore ways of meeting strangers or newcomers

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- list various labels that would introduce prejudice
- describe how one might go about meeting a person for the first time
- express confidence in speaking up when he/she feels right

STORY RESUME

The young characters are assembled at the hole in the fence awaiting the arrival of Eggplant. No one has yet met Eggplant and everyone is very excited. Mr. Cauliflower comes along and tries to push his way to the hole in the fence. As Eggplant approaches, Mr. Cauliflower demands that everyone ignore the newcomer, because he is purple, and go home. When Eggplant arrives, there is no one to greet him.

PREPARATION

When we don't know another person, we often judge him/her on the basis of physical appearance or a label that someone else has attached to him/her. Discuss ways in which we judge others. Various uncomplimentary labels that are used to foment prejudice may be studied. This need not be restricted to racial origin or colour, but may also include mental and physical disability, religious affiliation, life-style, etc. Care should be taken to avoid embarrassment of particular children or their families.

DISCUSSION AIDS

1. What do you like or dislike about Mr. Cauliflower?
2. Compare Beet and Corn. Which one would you most like to be? Why?
3. Why was Beet afraid to speak up? Have you ever felt the same way? Why? What did you do?
4. All the characters were excited about meeting Eggplant before Mr. Cauliflower came along. Why did they change their minds?
5. Why did Mr. Cauliflower not like Eggplant? Do you think he was right? How would you feel?
6. Nobody stayed to meet Eggplant. How do you think Eggplant felt when he arrived? How would you feel if you were Eggplant?
7. How would you welcome someone new to your school or neighbourhood?

SUGGESTED ACTIVITY

This and the following two stories are linked together in theme and intent. The suggested activity relating to all three stories is on page 50.

POTATO FALLS IN THE MUD

THEME JUDGING BY OUTWARD APPEARANCES

PURPOSE

1. To show the pitfalls of attempting to judge an individual by a label
2. To encourage the child to look beyond a label when judging another person
3. To discourage the use of prejudicial labels
4. To encourage the child to admit when he/she is wrong

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify how a label may give a wrong impression of someone
- list the kinds of personal characteristics that would provide a more accurate judgment of people (compared to labels)
- express willingness to admit to errors in judgment about people

STORY RESUME

Eggplant has been banished to the edge of the garden because he is purple. One day a strange thing happens. Potato falls in a puddle of purple mud and is covered from head to toe. His friends and Mr. Cauliflower treat him with hostility, believing he is Eggplant. When Cucumber throws water at Potato, the mud washes away. All the characters, except Mr. Cauliflower, realize their mistake and apologize to Potato.

PREPARATION

Briefly review the preceding story.

DISCUSSION AIDS

1. What do you like or dislike about Potato?
2. How did the characters all treat Potato when they thought he was Eggplant? Why?
3. In what other ways do we judge people according to their outward appearance, for example, big, small, ugly, beautiful, etc.? On what kinds of things should we really judge people?
4. After everyone else realized the mistake, and apologized to Potato, why didn't Mr. Cauliflower believe that Potato was really Potato? (Discussion should conclude that Mr. Cauliflower did not wish to admit he was wrong.)
5. Is it wrong to make a mistake? Is it wrong not to admit that you made a mistake? What should you do if you make a mistake? (You should try to correct the mistake. The characters, except Mr. Cauliflower, apologized when they realized their mistake.)
6. What do you think would have happened if the mud had not washed off Potato?
7. How would you feel if you were in another country where all the inhabitants were purple, except you, and the others treated you as Eggplant was treated?

SUGGESTED ACTIVITY

This story is the second of three linked together in theme and intent. The activity on page 50 is related to all three.

EGGPLANT GETS A SCRUBBING

THEME LOOKING BEYOND LABELS

PURPOSE

1. To emphasize that labels can be misleading
2. To show the importance of looking beyond labels
3. To show that anyone – even adults – can be wrong

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe how labels may be misleading
- identify ways in which a wrong may be rectified
- express willingness to correct an error when it is recognized

STORY RESUME

Onion has an idea. Maybe Eggplant's colour will wash off – just as Potato's did. Onion and his friends all rush to the edge of the garden with soap, water and brushes. They scrub and scrub Eggplant, but he remains purple. In the process, they find that they like Eggplant and take him back to the main part of the garden.

PREPARATION

Briefly review the preceding two stories.

DISCUSSION AIDS

1. Why didn't Eggplant's colour wash off?
2. Why was Mr. Cauliflower wrong? (Discussion may conclude that Eggplant was not as Mr. Cauliflower assumed. He judged Eggplant on the basis of colour and not on what Eggplant was really like.)
3. How did the young vegetables correct their mistake with Eggplant? (They became friends, they welcomed him into the group, etc.)
4. What lesson did the young characters learn?
5. Did Mr. Cauliflower learn anything? What?

SUGGESTED ACTIVITY

Introduction: A game of "Artificial Discrimination" will help the children to experience discrimination or prejudice as both the giver and the receiver. Some care is necessary in this exercise to avoid too much enthusiasm by the "givers". The game may be introduced by discussing the ways in which children exclude others or look down upon them, for example, by not paying attention to them, by not speaking to them, by taunting them, by denying them privileges, etc.

Activity: The class is divided into three or more subgroups. Each subgroup should be smaller in numbers than the other subgroups combined. Each child in one subgroup is given a similar identifier to wear*. This may be a purple headband, or armband, or other. (Purple is useful because of its association with the story. Colours such as black, yellow, red, and brown should be avoided.) This subgroup is the minority

*It is important that the identifiers chosen be removable. The use of physical characteristics such as eye colour, hair colour, size, sex, hair length, wearing of eye glasses, etc., are specifically advised against.

group. The other subgroups (collectively the dominant group) are then allowed to specify the rules which will govern what the minority group may and may not do (with teacher guidance.) For instance, the minority group members may be denied the privilege of talking, sitting on chairs, using certain equipment, etc. They may be required to sit at the back of the room while the dominant group plays a game. The dominant group may also set privileges for its members such as calling the minority group members "purple freaks", talking, chewing gum (on this occasion only, of course), selecting a game or activity to do (with exclusion of the minority group), etc. After a specified length of time (perhaps an hour or so), another subgroup becomes the minority group and the previous minority group joins the dominant group. Continue until all subgroups have experienced the minority role.

Discussion: Children should be encouraged to discuss the fairness of discrimination, as experienced, and to relate the feelings they experienced to Eggplant's, in the story. The point should be made that people, like Eggplant, often cannot remove the identifying characteristic that is the basis of the discrimination.

ONION GIVES IN

THEME GROUP PRESSURE AND STEALING

PURPOSE

1. To encourage children to do what they feel is right, in spite of peer group pressure
2. To emphasize that stealing is wrong
3. To point out that group pressures can be both positive and negative

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify behaviours that constitute stealing
- discuss why stealing is not acceptable
- express a value position toward accepting group pressure
- discuss behaviours that he/she thinks are wrong

STORY RESUME

One day Radish persuades some friends to come with him to steal Mr. Cauliflower's cane. Onion doesn't really want to go but does for fear of being rejected. The others pressure him to steal the cane even though he feels it is wrong. Onion is caught and punished by Mr. Cauliflower. He resolves not to do anything that he feels is wrong again.

PREPARATION

Review Onion's personality and the preceding situations in which no one waits for Onion and Onion is left out.

DISCUSSION AIDS

1. Onion didn't want to go along with the others to steal Mr. Cauliflower's cane. He didn't want to lose their friendship either. So he decided to go along. Do you think that he was right? What would you have done? (Discussion may consider peer group pressure as sometimes bad and sometimes good. The group could have pressured Radish into not going to steal Mr. Cauliflower's cane.)
2. Do you think that Onion would really have lost the other's friendship if he hadn't gone? (Corn refused to go with the group. Did she lose their friendship?)
3. Which of you can tell us about a time when your friends wanted you to do something that you did not want to do? What happened?
4. Do you think that it is okay to steal? Why? Why not? Do you think that Mr. Cauliflower deserved to have his cane stolen? Why? Why not? Have you ever stolen anything or do you know of someone who has stolen something? What happened? (Discuss the acceptability and morality of stealing.)
5. What could Onion have done instead of going along with the others?

SUGGESTED ACTIVITY

Introduction: Group pressure is often thought of as a negative force. But it can be positive as well. This activity demonstrates how group pressure can be used to attain positive goals. Indeed, campaigns such as the United Fund drive or Oxfam may be seen to use group pressure to achieve a positive goal.

Activity: Ask the children to agree on an issue in which they will attempt to use group pressure. Saving electricity or antilittering might be ideal. When the issue is agreed upon, plan a campaign directed towards obtaining the cooperation of everyone in the school. For example, slogan buttons may be made for the children to wear, such as "switch off", "save a watt", "turn off the juice", "stow it", "don't litter", etc. Posters may be made. Small cards with the appropriate message may be made and placed at all light switches or litter cans. Children may organize patrols of two or three to go around switching off lights (only when they are not in use) or picking up litter. They should, however, be instructed not to try to force (bully) others to comply. Instead, they should rely upon their own example and numbers to persuade others to "join the team".

Discussion: After the campaign has been going on for about a week or two, discuss with the class how it is working. Do they find that more people outside their group are turning off lights or picking up litter or not littering in the first place? Inevitably there will be people who choose not to comply. Group pressure is not always 100 percent effective. Why?

ONION HAS THE FLU

THEME MEDICAL DRUG USE

PURPOSE

1. To raise the issue of medical drug use
2. To emphasize that illness requires proper care
3. To point out that prescribed medicines should be taken under a doctor's guidance
4. To emphasize that medicines or drugs should be taken as directed

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- list situations in which a doctor should be consulted
- describe responsible behaviour in using medicines or drugs
- articulate a value position with regard to the use of medicines or drugs

STORY RESUME

Onion is sick; so Potato runs off to ask Corn what to do. She tells Potato that her Uncle Corn is a doctor and will see Onion. Uncle Corn examines Onion and finds he has the flu. He writes a prescription for some medicine to help Onion get better and tells Potato they must follow the instructions very carefully. Onion gets better and Mr. Cauliflower congratulates Potato for being so careful.

PREPARATION

Review the promises Mushroom made about the effect of the Magic Potion. Discuss the reasons why Potato considered taking it but decided against it. Raise the issue of medical doctors and the treatment of illness (when people "feel bad"). Medicines can help make a person well when used properly, but they can also make a person sick if they are not used properly.

DISCUSSION AIDS

1. How do you think Potato has changed?
2. Onion was feeling bad. In another story, Potato felt bad. In what ways are the two feelings different? (Discussion should lead to the conclusion that one is physical and the other is emotional.)
3. When Potato gave Onion the medicine prescribed by Doctor Corn, he followed the directions very carefully. Why? (Discuss the need for responsible medicine use. If directions had not been followed carefully, the medicine might have made Onion worse or not helped him at all.)
4. What is the difference between the Magic Potion and the medicine prescribed by Doctor Corn? (The Magic Potion attempts to change the real world. The medicine is for making a sick person well. The Magic Potion didn't work and the medicine did.)
5. What happens when you feel sick?

SUGGESTED ACTIVITY

Introduction: The preceding story and discussions focused on the medical use of drugs. Points arose regarding the use of medicine which can now be written down and expanded by the children.

Activity: Ask the children to make up a list of rules for using drugs or medicines. The activity can be done in groups and later compared or it can be done with the class, as a whole, enabling greater teacher guidance. Some of the rules that should be included are: following the directions in timing and amount, taking drugs only under the instruction of parents or a doctor, not using someone else's prescribed drugs, keeping drugs out of the reach of small children, only taking drugs when you are sick, etc. The school nurse may be enlisted to judge the list, help add to it, and/or speak about the rules. The activity may result in a poster for the room.

Discussion: Reasons for each rule should be discussed. It would be especially helpful to invite the school nurse or a doctor to participate in the discussion.

CUCUMBER LOSES AT LAST

THEME REVENGE

PURPOSE

1. To explore the rights and wrongs of group action
2. To consider alternate ways of resolving a grievance
3. To show that Onion has learned not to give in to group pressure when he disagrees

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify alternate means of dealing with the undesirable behaviour of others
- make responsible judgments regarding action taken in response to undesirable behaviours
- express a value position regarding the use of force to exercise group will

STORY RESUME

Tomato is crying because Cucumber has taken her hat. Onion suggests that they ask Mr. Cabbage what to do, but Radish insists that they deal with the matter themselves. They find Cucumber by the pond and throw him in the water. Cucumber returns the hat and the group marches off victorious.

PREPARATION

Briefly review the group pressure story (Onion Gives In) and the personality of "bully" Cucumber.

DISCUSSION AIDS

1. What do you like or dislike about Cucumber?
2. How do you feel about Radish?
3. What did Onion learn in a previous story?
4. With whom would you agree – Radish, who wanted to beat up Cucumber; or Onion, who wanted to ask Mr. Cabbage what to do? Why? Are there any other solutions?
5. Tell us about a time when you had a fight (verbal or physical). What happened? What could you have done instead of fighting? (Discuss alternate courses of action to resolve the original problem.)
6. What do you think would have happened if the Garden characters had consulted Mr. Cabbage, instead?

SUGGESTED ACTIVITY

Introduction: Although group revenge should be generally discouraged, group action can be used productively. The activity is designed to show how group action can resolve some problems which would probably not be settled by one person's efforts.

Activity: Ask the children to help select a problem occurring in the school or neighbourhood that no one has really made an effort to prevent. This could be older children from another school bullying younger children, littering in the school and school yard, the monopolizing of the ball diamond by certain students, vandalism at the school, etc. With the teacher's guidance to ensure appropriate style and content, the class could prepare a petition or letter directed to an appropriate official requesting help in solving the problem. Each student should be permitted to sign the submission.

Discussion: A response to the submission may be discussed in terms of effectiveness. The person to whom the submission is sent might be invited to meet with the children to discuss the problem and its possible solution.

CHINESE CABBAGE VISITS

THEME CULTURAL DIFFERENCES

PURPOSE

To develop an understanding of cultural differences

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give examples of culturally determined differences in people
- compare significant differences between cultural origins of classmates

STORY RESUME

Chinese Cabbage visits the garden and for hours tells the characters many interesting things about his country. When it is time for him to leave, he asks the Garden characters to send someone to visit him in China. They agree to hold an election and to send someone soon.

PREPARATION

Ask the children to identify cultural backgrounds in their families. List the different family origins on the chalkboard. Discussion may include the multicultural origins of the town, city, province, country. Some care and sensitivity to community attitudes might be necessary.

DISCUSSION AIDS

1. How has Beet changed since the time she was waiting for Eggplant? (She is more willing to speak up and ask questions.)
2. What did you learn about China? How was it different from our country? How was Chinese Cabbage different? How was he the same? (Discuss the children's experiences with different cultures and different countries. The opportunity should arise to discuss the children's travel experiences even if they are of little cultural significance.)
3. Corn said that she was glad that Mr. Cauliflower didn't come to meet Chinese Cabbage. She was sure that he would not like Chinese Cabbage. Why? (The issue of racial prejudice may be discussed and linked to the story of Eggplant's arrival.)
4. Does anyone in the class speak another language? What one(s)? (Children who speak another language may be asked to demonstrate for the class. Discussion may follow on what constitutes a language.)

SUGGESTED ACTIVITY

Introduction: Our ideas of what is right or wrong are influenced by where we live and how we live. What is acceptable or not acceptable might change if we were to move to another part of town, or to another part of the country, or to another country. Customs differ from house to house. Things may be done differently in our friends' houses, since it is where and how each of their parents grew up which determine many of their customs.

Activity: Have the children ask their parents for ethnic information and/or objects uniquely associated with their family heritage. Students can describe and/or show these to their classmates. Parents themselves may be asked to participate.

Discussion: The class may wish to continue with the ethnic discussion begun during the preparation activity. Emphasis may be placed on how our Canadian culture has originated from the traditions and customs of many much older cultures.

LITTLE GREEN TOMATO IS TOO YOUNG

THEME WANTING TO BE OLDER

PURPOSE

1. To help the child accept his/her own pattern and rate of growth
2. To emphasize the obstacles to achieving a desired physical or mental state quickly
3. To stress the importance of accepting one's self

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe differences that occur in children's pattern and rate of growth
- describe difficulties that might occur when attempting to engage in behaviours beyond present maturational levels
- identify advantages of present developmental stage that will disappear with maturation

STORY RESUME

Little Green Tomato is upset because she is too young to attend the election. She is jealous of her red sister who can do so many things she can't. She paints herself red and tries to go to the election anyway. At the entrance she is stopped by Eggplant. On the way back home she stops to play with Pea and Bean. Then they all go back to Pea's house for ice cream and cake.

PREPARATION

Ask the children to discuss what younger children can do that they can't or don't want to do anymore.

DISCUSSION AIDS

1. Why is Tomato red and Little Green Tomato green? In what ways are you different from younger and older children? Why are you different?
2. What other ways could Little Green Tomato have tried to become red? Would anything have worked?
3. Have you ever tried to look older? What happened?
4. What did Little Green Tomato do when she couldn't get in at the election?
5. Have you ever wanted to do something, but couldn't because you were too young? Why?
6. What kinds of things can grown-ups do that you can't do? What kinds of things can you do that adults can't do? (Discussion should focus on the advantages of being the age of the children.)

SUGGESTED ACTIVITY

Introduction: It is important to be realistic in our choice of goals. Logically impossible goals, such as being a track and field star or a figure skating champion next week, are not realistic. Instead, we should attempt to make the best possible use of our available options.

Activity: Divide the class into three groups. Ask members of one group to think about the best things associated with being younger than they are now, members of another group to think about the best things associated with being the age they are now, and the last group to think about the

best things associated with being grown-up. Each group should compile a list of its findings. (With younger children, the teacher may handle each issue separately with the class as a whole.) The lists should be placed on the chalkboard.

Discussion: We can only be one age at a time. Each has its own advantages and disadvantages. As we become older, we lose many of the advantages and disadvantages of the younger age and take on the characteristics of the older person. It is not possible to go back to a younger age to enjoy the accompanying benefits. Discussion may conclude that it is important to take full advantage of the current age one is.

THE WINNING CANDIDATE

THEME FREEDOM OF CHOICE AND SEXUAL EQUALITY

PURPOSE

1. To explore the concept of sexual equality
2. To examine the selection of people by an equitable process
3. To encourage respect for differing opinions
4. To show that friends may hold different opinions without compromising friendship

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe the principles of an election process
- distinguish between appropriate and inappropriate characteristics of a person for a specific role
- describe the meaning of sexual discrimination in relation to racial discrimination

STORY RESUME

Radish, Corn and Carrot are candidates in the election to send a representative to China. After each has given a speech, everyone votes. As Mr. Cabbage starts announcing the name of the winner, Carrot jumps up and starts bowing. He believes he has won. Mr. Cabbage tells him he is mistaken and that Corn has won. Carrot is embarrassed and withdraws. That evening he decides to take the Magic Potion.

PREPARATION

The children may be asked to discuss the events of an election. When presenting the story, stop on page 117 (where Mr. Cabbage goes to count the ballots), and ask the children to vote for a candidate. (The secret ballot method used in the story might be followed.)

DISCUSSION AIDS

1. Why do you think Corn won the election? (Discuss her desirable attributes for the job.)
2. Can girls and boys do the same things? Why or why not? Is it fair to stop someone from participating in an activity just because of gender? (Discussion may determine that people should be judged according to their ability rather than their sex. A link should also be made with the questions of racial prejudice and discrimination discussed in other stories. Discrimination may occur for many reasons that have nothing to do with relevant characteristics.)
3. Is it better to vote for your best friend or for the person who can do the best job? (Sometimes a friend can be the best person for a job. How can we keep the concepts of friendship and ability separate?)
4. Why did Carrot decide to take the Magic Potion? What else could he have done?
5. Do you think that the Magic Potion will help Carrot?

SUGGESTED ACTIVITY

Introduction: Some activities are identified more with one sex than with the other. Sometimes we assume that this is due to some innate sexual difference rather than to culture. When we examine the activities identified with either sex, few may be found that are biologically determined.

Activity: Ask the pupils to make two lists. One should describe activities they feel members of the opposite sex can do particularly well. The other should describe personality characteristics of the opposite sex. A boy's lists may read like this: cooking, sewing; sissy, smart; etc.

Discussion: Discussion may underline the inconsistencies between the columns and the overlap between the lists. Boys may be asked if they could do the things on the "girl's activities" list if they really tried. Girls may be asked if they could do the things on the "boy's activities" list if they really tried. Individuals or groups may be asked to play the role of other sex using the list as a guide. (It should be concluded that the activities in which people engage ought to be governed by interest and ability rather than by sex.)

CARROT'S DECISION

THEME DEALING WITH DISAPPOINTMENT

PURPOSE

1. To focus on the unhappiness that may result from losing a contest
2. To stress that unhappiness can lead to withdrawal and other inappropriate behaviours ("magical" solutions)
3. To provide an opportunity for discussing drug use/abuse as a solution to perceived problems (where appropriate)
4. To show that life is full of ups and downs which must be dealt with appropriately

BEHAVIOURAL OBJECTIVES

At the end of this story unit, the child will be able to:

- compare the feelings of both winners and losers in a contest
- describe how unhappiness may be overcome in constructive ways

STORY RESUME

Feeling alone and miserable, Carrot watches everyone waving good-bye to Corn. He has been taking the Magic Potion and is waiting for Mushroom to come back with more. When Mushroom appears, he asks Carrot to go away with him to a garden where people always feel good. Mr. Cabbage attempts to convince Carrot to stay and Carrot is left to make the decision.

PREPARATION

In order to build a character profile, re-examine the stories in which Carrot played a major role. Repeat, using Radish as the focal character. Ask the children to recall and describe how Carrot and Radish felt about losing the election.

DISCUSSION AIDS

1. Taking each of the major characters in turn, discuss how they have changed, if at all, and why they have changed.
2. Which character do you like the most? Why?
3. Why do you think Mr. Cauliflower refused to ride on Eggplant's new bicycle?
4. Why did Carrot take the Magic Potion?
5. Did Carrot solve his problem by taking the Magic Potion? Why? Why not? What else could he have done? (Discussion may focus on constructive ways of dealing with unhappiness.)
6. Mushroom told Brussels Sprout in a previous story, "You always have to pay." In what ways do you think Carrot "paid"? (Carrot was relying completely on Mushroom; he is unhappy with the Magic Potion; he missed out on all the activities in the garden; he gave his glasses to Mushroom; etc.)
7. Mr. Cabbage thought Carrot should stay in the Garden. What do you think he should do? What do you think Carrot will do?
8. Is it possible to be happy all the time? (Life has both ups and downs.)

SUGGESTED ACTIVITY

Introduction: Disappointment cannot be avoided. It is a common occurrence in life and we must learn to deal with it. In the preceding story, Carrot and Radish were disappointed at not winning the election. Each responded to the disappointment differently. Carrot sulked and

withdrew. He did not go to the party. He decided to take the Magic Potion to ease his disappointment. Radish, on the other hand, dismissed the situation by pretending he didn't want to go to China anyway. He went to the party. The children may wish to discuss which of the two ways of handling the disappointment was better – even without Carrot's decision to use the Magic Potion.

When we experience a disappointment, we tend to focus on the loss of something good or desirable. We seldom think of the negative consequences we may also have avoided. As discussed in previous stories, there are advantages and disadvantages in every situation. The following activity draws attention to this reality.

Activity: Ask the children to imagine how Corn felt, in order to identify:

1. Good things about winning the election,
2. Not-so-good things about winning the election.

For example, good things about winning might include: recognition, travel, meeting new people, representing the Garden, etc. Not-so-good things might include: having to leave home, missing friends, getting behind at school, missing out on the fun at home, etc. (Older children may be permitted to work in groups. Younger children could supply suggestions for the teacher to transcribe on the chalkboard.) Placing the lists side by side demonstrates clearly that there are both advantages and disadvantages to winning the election. Similarly, the students could analyse Radish's and Carrot's feelings, in order to draw up two parallel lists identifying:

1. Good things about losing the election.
2. Not-so-good things about losing the election.

Discussion: Other situations may be similarly used to demonstrate how a disappointment may be seen in more positive terms. Since we cannot do anything about many of the situations causing the disappointments, we can take advantage of the opportunities that result.

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BACKGROUND

The Hole in the Fence is a Canadian lifeskills and drug education program for five-to-ten-year-old children. It is intended to help young children develop early self-confidence, interpersonal skills and peer understanding, thus preparing them to cope with negative peer pressure to abuse drugs in later adolescent years.

The following The Hole in the Fence materials are, or will soon be, available in English and in French:

- ** The original Storybook: nineteen open-ended contemporary fables for children to discuss with parents' or teachers' guidance. (\$4.50 Canadian - \$5.20 Foreign)
- * The Family Guide: story outlines, activity pictures and ideas for home crafts and discussions. (Free)
- ** The Teacher's Guide: program orientation, instructional suggestions and lesson outlines for classroom teachers. (\$2.00 Canadian - \$2.40 Foreign)
- ** The Teacher's Guide Supplement: supplementary lesson plans, student activity sheets, evaluation suggestions and bibliographic references. (\$3.00 Canadian - \$3.60 Foreign)
- * The In-Service Trainers' Kit: do-it-yourself training guidelines, text for speaker to read aloud, audio visual aids and demonstration copies of publications. (Free for in-service trainers.)
- *** The Filmstrip Kit: one sound filmstrip story from the storybook entitled "Carrot Cheats", five new silent filmstrip stories with read aloud scripts, teacher lesson plans and student activity sheets. (Cost to be determined)

* Limited copies available free on request from

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Box 8888
Ottawa, Ontario K1G 3J2

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Supply and Services Canada
Ottawa, Ontario K1A 0S9

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